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ABSTRACT

This report from the Sylvan High School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 20 findings concerning enrollment, attendance, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) performance on most of the student achievement indicators remained comparable to systemwide levels; (2) the few indicators that were below expectation were math scores on the basic skills test and ninth-grade social studies scores; and (3) recommendations are lacking since this school became a middle school organization in the 1987-88 school year. Statistics and test scores are presented in 13 tables. (VM)

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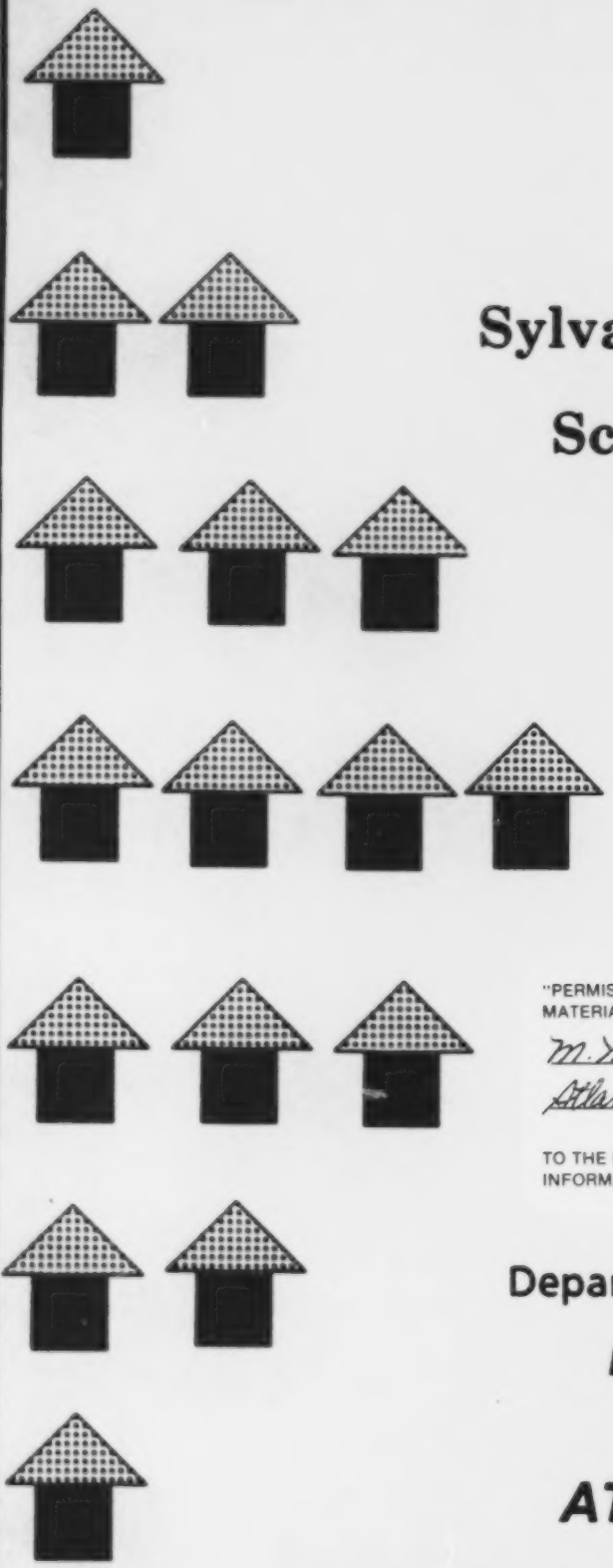

Sylvan High School

School Report

1986-87

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SYLVAN HIGH SCHOOL
1986-87 SCHOOL REPORT
(Emma Popwell, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. The 1986-87 school year marked the last year of operation as a grade 8-12 high school. Beginning the 1987-88 school year, Sylvan will operate as a middle school with a 6-8 grade organization.

2. Student loss which began in 1986 continued in 1987 and the school year ended with 542 students.

3. Students tested on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP), provided the baseline data for the systemwide achievement goal of having 50 percent or more students scoring at the national norm level by 1989.

4. The 1986 ITBS/TAP results showed 21 percent of Sylvan students at or above the national norm for reading and 13 percent for mathematics. High schools in the system averaged 29 percent of students at or above the national norm for reading and 26 percent for mathematics. In 1987, total student performance at the school improved to 29 percent scoring at or above the national norm for reading and 21 percent for mathematics. For 265 students in grades 9, 10, and 11 who remained at the school for two consecutive years, there was an achievement gain of 4 percent of students scoring at or above the national norm in reading and a 3 percent gain in mathematics.

5. As a part of the state-mandated norm-referenced testing program, students in grade 9 were administered the complete test battery of the TAP, which included social studies and science. Sylvan and system students had more comparable scores for social studies than for science. Grade 9 students at the school and system were below the state median percentile scores for social studies and science.

6. For TAP social studies, the median percentile scores were 22 for the school, 30 for the system, and 47 for the state. For TAP science, the median percentile scores were 19 for the school, 26 for the system, and 47 for the state.

7. Instructional support services were provided by compensatory education, Program for Exceptional Children (PEC), the Southeastern Consortium for Minorities in Engineering (SECME), and the basic skills computer labs.

8. Compensatory education services to students in grades 8 through 11 were provided for reading and mathematics. Students at the school obtained an average normal curve equivalent (NCE) score of 40 for reading and 36 for mathematics. High school compensatory education students systemwide obtained an average NCE score of 28 for reading and 41 for mathematics.

9. The eighth grade Georgia Criterion-Referenced Tests (GCRT) and the Georgia Basic Skills Tests (GBST) measured performance in the reading skill areas of literal comprehension, inferential comprehension, and problem solving; and the mathematics skill areas of concept identification, component operations, and problem solving.

10. Eighth grade students gained 4 scale score points for reading and 8 scale score points for mathematics when compared to the previous year. When compared with students statewide, the school was 9 points below for reading and 11 points below for mathematics.

11. Eighth grade students at the school, system, and state had best reading performance for inferential comprehension and problem solving and best mathematics performance for component operations and several of the problem solving objectives.

12. Lowest GCRT reading performance occurred for main ideas and propaganda techniques. For mathematics, students encountered difficulties for fractions, decimals and percents; applying formulas and proportions; metric units of measurement, and solving word problems.

13. The progress of students in the Language Arts Standardization Program was reported in terms of students mastering the minimum skills in Language Skills I and II, and the progress of students in the language arts courses.

14. Ninth grade students completed on the average 7 of the 12 minimum skills in the Language Skills I and II courses. With several exceptions, less than 60 percent of the students mastered the language arts minimum skills.

15. The summary report of language arts progress summarized data for ninth and tenth grade students completing the expected number of units and for students mastering the expected number of units. Data reported for the Reading Development Course showed a high completion rate, with 74 percent of the students achieving mastery. For Language Skills I, about two-thirds of the students achieved mastery of the expected units. Students enrolled in English I completed the units, and 57 percent achieved mastery. With the exception of English I, a smaller percentage of ninth grade students mastered the expected language arts units during the second semester.

16. In contrast to ninth grade, tenth grade students improved the percentage of mastery for the second semester. The percentage of mastery for Reading Development increased from 42 to 79 percent; English III Prep increased from 53 to 75 percent; and English III increased from 63 to 87 percent of students mastering the expected units for the first and second semesters.

17. The progress of students in the Mathematics Standardization Program was reported in terms of the percentage of the expected chapters taught and the percentage of the expected chapters mastered by students. While most of the mathematics course materials were taught, only 31 to 63 percent of the mathematics chapters were mastered by the students. Systemwide, a range of 40 to 58 percent of the mathematics chapters was mastered by students.

18. Results for students taking the GBST for the first time during the fall administrations were summarized for 1984 through 1986. There was an increase in the percentage of students passing reading and mathematics in 1984 and 1985. In the fall of 1986, 67 percent of the students passed reading and 38 percent passed mathematics. For system high schools, 74 percent passed reading and 55 percent passed mathematics. For state students, 90 percent passed reading and 80 percent passed mathematics.

19. The cumulative GBST results for the 1985 through 1987 senior classes at Sylvan indicated that all of the students covered by the state policy for high school graduation passed reading and mathematics.

20. The graduate follow-up report for Sylvan showed a comparison of students enrolled in the Class of 1985 and the Class of 1986 who were enrolled in post-secondary schools. The percentage of students enrolled in post-secondary schools decreased from 68 percent in 1985 to 55 percent in 1986. The size of the graduating class also decreased from 126 in 1985 to 105 in 1986.

CONCLUSIONS AND RECOMMENDATIONS

Sylvan High School changed its grade organization at the end of 1986-87 and will reopen as a middle school in 1987-88 with a 6-8 grade organization.

Performance on most of the student achievement indicators remained comparable to systemwide levels such as reading performance on the ITBS/TAP, reading and mathematics performance on the GCRT, social studies performance for grade 9 on the TAP, mathematics and language arts progress, performance of students in compensatory education, and the cumulative GBST performance.

Performance on the student achievement indicators which were below expectation or performance levels for the system and state included mathematics scores on the ITBS/TAP, performance of ninth grade students in science on the TAP, the percentage of students mastering the language minimum skills and the percentage of students enrolled in post-secondary schools.

Over the past several years, students at Sylvan recorded a pattern of performance which kept pace with the average achievement trend for other high school students in the system. With efforts directed to those areas of student achievement where weaknesses were indicated, the schoolwide performance of Sylvan students remained comparable to past trends during the last year of operation as a high school.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 21, 1987

1986-87
DATA DESCRIPTION SHEET
FOR HIGH SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Standardized Language Arts Program

Student progress in standardized language arts courses in grades 9 and 10 is reported in terms of the completion and mastery of an expected number of units, based upon system criteria. In addition, the mastery of specified minimum skills related to the Georgia Basic Skills Tests was expected for students enrolled in Language Skills I and II.

Standardized Mathematics Program

Nine mathematics courses which are predominantly taught to ninth and tenth graders were standardized systemwide. Student progress is reported in terms of the completion and mastery of an expected number of units, based upon system criteria. Data are reported only for students enrolled in the standardized courses both first and second semester.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

Tests of Achievement and Proficiency (TAP) - Unmatched and Matched

The complete test battery of the TAP (which includes subtest for social studies and science) was a requirement of the state testing program for grade 9. The basic test battery of the TAP was a requirement of the Atlanta Public Schools' (APS) testing program for grades 10 and 11.

Project and Non-Project Results

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives at selected grades. Results are reported in terms of student mastery and mean scale scores. The GCRT scale scores range from 100 to 300. The GCRT was administered statewide to students in grade 8.

Georgia Basic Skills Tests (GBST) - Fall Administration

All students entering the ninth grade in the 1981-82 school year and thereafter must pass the GBST in reading and mathematics as one of the state's graduation requirements. Students generally take the GBST for the first time in the tenth grade. A student must earn a passing score on each test, and the scores may range from 200 to 400. A student who does not pass the first time may continue to retake the test(s) not yet passed each fall or spring until a passing score is achieved.

Georgia Basic Skills Tests (GBST) - Cumulative Results

Seniors covered by the GBST policy must pass the GBST as one of the requirements for graduating with a regular high school diploma.

Graduates Enrolled in Postsecondary Schools

The graduate follow-up data reflect the number and percentage of graduates of the Classes of 1985 and 1986 who were reported as being enrolled in college, vocational-technical schools, or proprietary schools as of three to six months after the indicated year of graduation.

09/02/87

SYLVAN HIGH SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (8-12)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	791	765	752	605	542	-63	-10.4	-249	-31.5
ALL HIGH	23,282	22,441	21,878	20,962	19,941	-1,021	-4.9	-3,341	-14.4

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	30.2	69	922.9	67
LOAD EXEMPT	13.7	31	462.5	33
TOTAL	43.9	100	1385.4	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	173	32	3072	15
COMPENSATORY MATH	38	7	2558	13
SECME	69	13	1608	8
PUPIL-TEACHER RATIO	17.9		21.6	
NUMBER/PER CENT OF PUPILS NEW TO APS	58	11	1958	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	113	21	4930	25
MOBILITY INDEX:				
1984-85	.20		.25	
1985-86	.26		.28	
1986-87	.22		.28	
PER CENT PUPIL ATTENDANCE:				
1984-85		88.1		90.8
1985-86		86.8		90.2
1986-87		85.2		89.1
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		94.6		93.7
1985-86		94.9		93.4
1986-87		95.7		94.8

Iowa Tests Of Basic Skills - Unmatched
And/Or
Tests Of Achievement And Proficiency - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
08		85	99	50	13	39	26
09		155	118	50	22	20	-2
10		106	113	50	29	34	5
11		106	87	50	16	25	9
	School Total	452	417	50	21	29	8
	All High	15,069	14,432	50	28	32	4

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
08		86	99	50	14	30	16
09		156	121	50	11	13	2
10		106	113	50	17	20	3
11		106	87	50	11	21	10
	School Total	454	420	50	13	21	8
	All High	15,073	14,436	50	26	31	5

09/22/87

SYLVAN HIGH SCHOOL

TESTS OF ACHIEVEMENT AND PROFICIENCY - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	TOTAL READING 1986	TOTAL READING 1987	TOTAL READING DIFF	TOTAL MATH N	TOTAL MATH 1986	TOTAL MATH 1987	TOTAL MATH DIFF
09	PERCENT	50	79	13	20	7	82	9	12	3
	MEAN GE	9.7		6.3	7.8	1.5		7.2	7.3	0.1
10	PERCENT	50	105	22	32	10	105	12	17	5
	MEAN GE	10.7		7.6	8.7	1.1		7.3	8.3	1.0
11	PERCENT	50	78	36	27	-9	78	18	18	0
	MEAN GE	11.7		9.5	9.6	0.1		8.3	8.7	0.4
SCHOOL TOTAL										
	PERCENT	50	262	23	27	4	265	13	16	3
	MEAN GE			7.6	8.7	1.1		7.5	8.3	0.8
HIGH SCHOOL TOTAL										
	PERCENT	50	8,566	31	34	3	8,565	27	34	7
	MEAN GE			8.8	9.9	1.1		8.8	9.9	1.1

TESTS OF ACHIEVEMENT AND PROFICIENCY
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Sylvan High School

SOCIAL STUDIES

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
09	128	50	47	30	22	9.8	9.9	8.5	7.8

SCIENCE

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
09	128	50	47	26	19	9.8	10.0	8.2	7.6

09/22/87

SYLVAN HIGH SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 8 N	8 NCE	9 N	9 NCE	10 N	10 NCE	11 N	11 NCE	12 N	12 NCE	70 N	70 NCE	N	NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	71	41	12	12	1	1									84	37
		1987		45		16		1										40
		GAIN		4		4												3
	TOTAL HIGH	1986	519	29	539	25	146	23	52	35							1256	27
		1987		27		28		26		32								28
		GAIN		-2		3		3		-3								1
NO READING PROJECT	SCHOOL	1986	3	31	88	32	103	37	78	40							272	36
		1987		24		39		41		40								40
		GAIN		-7		7		4										4
	TOTAL HIGH	1986	1198	44	3266	38	3493	43	3422	43			8	31			11387	42
		1987		37		42		45		43				32				43
		GAIN		-7		4		2						1				1

09/22/87

SYLVAN HIGH SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 8 N	8 NCE	9 N	9 NCE	10 N	10 NCE	11 N	11 NCE	12 N	12 NCE	70 N	70 NCE	N	NCE	TOTAL N	TOTAL NCE
NO MATH PROJECT	SCHOOL	1986	74	43	103	31	104	31	78	32							359	34
		1987		42		32		35		35								36
		GAIN		-1		1		4		3								2
	TOTAL HIGH	1986	1520	40	3522	36	3525	40	3458	40			3	21			12033	39
		1987		34		39		43		43				27				41
		GAIN		-6		3		3		3				6				2

08/26/87
SYLVAN HIGH SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (EIGHTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	
SCHOOL	1986	83	58	27	36	25	48	76	64	31	59	40	70	195
	1987	95	63	56	81	61	69	77	52	72	64	64	68	199
SYSTEM	1987	4442	65	58	77	62	70	75	60	81	68	68	74	199
STATE	1987	76490	79	74	87	81	85	87	75	92	83	84	87	208
DIFF. SCHOOL	86-87		5	29	45	36	21	1	-12	41	5	24	-2	4
DIFF. SCHOOL-SYSTEM (1987)			-2	-2	4	-1	-1	2	-8	-9	-4	-4	-6	0
DIFF. SCHOOL-STATE (1987)			-16	-18	-6	-20	-16	-10	-23	-20	-19	-20	-19	-9

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL	1986	89	44	52	28	28	65	54	44	48	43	69	56	67	193
	1987	92	43	29	45	30	68	24	16	67	33	67	25	49	201
SYSTEM	1987	4454	42	30	59	36	64	22	20	68	39	67	32	47	203
STATE	1987	76574	62	49	80	56	80	45	36	82	61	82	53	66	212
DIFF. SCHOOL	86-87		-1	-23	17	2	3	-30	-28	19	-10	-2	-31	-18	8
DIFF. SCHOOL-SYSTEM (1987)			1	-1	-14	-6	4	2	-4	-1	-6	0	-7	2	-2
DIFF. SCHOOL-STATE (1987)			-19	-20	-35	-26	-12	-21	-20	-15	-28	-15	-28	-17	-11

08/19/87

SYLVAN HIGH SCHOOL

SUMMARY REPORT OF LANGUAGE ARTS PROGRESS
1986-87

FIRST SEMESTER

GRADE/COURSE	COURSE ENROLL-MENT	STUDENTS COMPLETING EXPECTED UNITS		STUDENTS MASTERING EXPECTED UNITS	
		N	%	N	%
09					
READING DEV. I					
SCHOOL	19	19	100	14	74
SYSTEM	602	546	91	396	66
LANG SKILLS I					
SCHOOL	54	50	93	36	67
SYSTEM	1,362	1,168	86	890	65
ENGLISH I					
SCHOOL	48	48	100	28	57
SYSTEM	2,076	2,019	97	1,617	78
10					
READING DEV. III					
SCHOOL	12	12	100	5	42
SYSTEM	409	369	90	267	65
ENGLISH III PREP-A					
SCHOOL	76	72	95	40	53
SYSTEM	1,468	1,306	89	1,029	70
ENGLISH III					
SCHOOL	59	59	100	37	63
SYSTEM	2,909	2,750	95	2,217	76

SECOND SEMESTER

GRADE/COURSE	COURSE ENROLL-MENT	STUDENTS COMPLETING EXPECTED UNITS		STUDENTS MASTERING EXPECTED UNITS	
		N	%	N	%
09					
READING DEV. II					
SCHOOL	57	42	74	38	67
SYSTEM	863	750	87	590	68
LANG SKILLS II					
SCHOOL	43	42	98	23	53
SYSTEM	1,250	1,047	84	807	65
ENGLISH II					
SCHOOL	21	19	90	19	90
SYSTEM	1,787	1,730	97	1,448	81
10					
READING DEV. IV					
SCHOOL	19	15	79	15	79
SYSTEM	393	334	85	266	68
ENGLISH III PREP-B					
SCHOOL	76	72	95	57	75
SYSTEM	1,468	1,263	86	1,028	70
ENGLISH IV					
SCHOOL	39	39	100	34	87
SYSTEM	2,639	2,496	95	2,157	82

7/20/87

SYLVAN HIGH SCHOOL

MINIMUM SKILLS
END OF YEAR 1986-87

LANGUAGE SKILLS I AND II
(COURSE NUMBERS 301820-301920)

GRADE		PERCENT OF STUDENTS MASTERING EACH SKILL																AVERAGE NUMBER SKILLS MASTERED	N
		1AB	1C	1D	2	3	4A	4B	4C	4D	5	6	7	8	9	10	11	12	
09	SCHOOL	68	95	63		58	32	32	32	58	89		32	32			58	58	7	19
	SYSTEM	60	70	64	54	58	60	61	59	54	73	51	40	45	49	49	54	50	10	1,131
	DIFF	8	25	-1	-54	0	-28	-29	-27	4	16	-51	-8	-13	-49	-49	4	8	-3	

9/15/87

SYLVAN HIGH SCHOOL

SECONDARY MATHEMATICS PROGRESS
STANDARDIZED COURSES 1986-87

COURSE		EXPECT. CHAPTERS TAUGHT	EXPECT. CHAPTERS MASTERED	AVG. NO. CHAPTERS TAUGHT	AVG. NO. CHAPTERS MASTERED	% EXPECT. CHAPTERS TAUGHT	% EXPECT. CHAPTERS MASTERED	NO. OF STUDENTS
MATHEMATICS 2	SCHOOL 15	15	15	8	100	53	23
	SYSTEM 15	15	12	6	80	40	831
GEN MATHEMATICS	SCHOOL 16	16	13	8	81	50	15
	SYSTEM 16	16	12	7	75	44	1109
BASIC ALGEBRA I	SCHOOL 13	13	12	4	92	31	72
	SYSTEM 13	13	11	6	85	46	1195
ALGEBRA I	SCHOOL 11	11	11	5	100	45	26
	SYSTEM 11	11	10	5	91	45	1171
MATHEMATICS 3	SCHOOL 16	16	16	10	100	63	23
	SYSTEM 16	16	15	8	94	50	202
CONSUMER MATH	SCHOOL 15	15	13	6	87	40	10
	SYSTEM 15	15	12	8	80	53	737
BASIC ALGEBRA 2	SCHOOL 12	12	11	5	92	42	42
	SYSTEM 12	12	11	7	92	58	694
PLANE GEOMETRY	SCHOOL 14	14	13	5	93	36	43
	SYSTEM 14	14	12	7	86	50	1337
ALGEBRA 2	SCHOOL 11	11	11	4	100	36	35
	SYSTEM 11	11	10	6	91	55	1174

August 1987

Sylvan High School

GEORGIA BASIC SKILLS TESTS
REGULAR-PROGRAM, FIRST-TIME EXAMINEES
FALL ADMINISTRATIONS, 1984-86

	Fall 1984		Fall 1985		Fall 1986	
	N Tested	% Passed	N Tested	% Passed	N Tested	% Passed
Reading						
School	145	81	121	82	120	67
System	4,667	85	4,698	89	4,694	74
State	73,224	95	76,102	96	78,132	90
Mathematics						
School	144	63	118	65	120	38
System	4,714	71	4,687	74	4,774	55
State	73,564	89	76,223	90	78,645	80

August 1987

Sylvan High School

GEORGIA BASIC SKILLS TESTS
CUMULATIVE RESULTS AS OF END OF SENIOR YEAR

	School				System			
	Passed		Not Yet Passed		Passed		Not Yet Passed	
	N	%	N	%	N	%	N	%
Reading								
1985	116	100	0	0	3,415	100	9	0
1986	98	100	0	0	3,480	99	20	1
1987	95	100	0	0	3,503	99	11	0
Mathematics								
1985	116	100	0	0	3,409	100	15	0
1986	98	100	0	0	3,468	99	33	1
1987	95	100	0	0	3,487	99	26	1

Data Base: Regular-program seniors covered by the GBST policy and with GBST record

Note: All percentages were rounded to the nearest whole number.

August 1987

Sylvan High School

COMPARISON OF THE CLASS OF 1985 AND THE CLASS OF 1986 GRADUATES ENROLLED IN POST-SECONDARY SCHOOLS

	Graduates - Class of '85				Graduates - Class of '86				Difference - 1985-86
			Grads Enrolled in Post-Secondary Schools				Grads Enrolled in Post-Secondary Schools		
	1985 Grads	No. Reporting	No.	Percent by Total Grads Reporting	1986 Grads	No. Reporting	No.	Percent by Total Grads Reporting	Percent by Total Grads Reporting
School	126	110	75	68	105	103	56	55	-13
System	4,005	3,606	2,066	58	3,735	3,337	2,108	63	5